DOCUMENT RESUME

ED 037 879 EC 005 441

TITLE	Project for Preparing Teacher Aides to Facilitate a Tutorial Reading Program with Emphasis on Perceptual Training for Primary School Age Children of Low Socioeconomic Status. Final Report.
INSTITUTION	Vigo County School Corp., Terre Haute, Ind.
PUB DATE	Feb 70
NOTE	23p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.25
DESCRIPTORS	Child Development, *Disadvantaged Youth, Educational Programs, *Exceptional Child Education, Perceptual Motor Learning, Primary Education, Program Guides, *Remedial Reading Programs, *Teacher Aides, *Tutorial Programs, Volunteer Training

ABSTRACT

Described is a training program to prepare teacher aides to tutor in a remedial reading program for children of low socioeconomic status. Instruction emphasized early childhood growth and development, visual motor perception training, language and auditory development, and emotional and social development. Trainee selection, the training program, its use in the regular school program, an evaluation of the project, and recommendations are discussed. The course curriculum, with suggested teaching techniques, materials, and approaches to classroom management, is included. (JM)

ED037879

A PROGRAM
for
PREPARING TUTORIAL AIDES

Department of Pupil Personnel Services

Vigo County School Corporation
1969-70

RC005411E

ED037879

FINAL REPORT

PROJECT

for

PREPARING TEACHER AIDES TO FACILITATE A TUTORIAL READING PROGRAM WITH EMPHASIS ON PERCEPTUAL TRAINING FOR PRIMARY SCHOOL AGE CHILDREN OF LOW SOCIOECONOMIC STATUS

under

PART B, SUBPART 2 OF THE EDUCATION PROFESSIONS DEVELOPMENT ACT (TITLE V OF THE HIGHER EDUCATION ACT OF 1965)

conducted by

VIGO COUNTY SCHOOL CORPORATION

DEPARTMENT OF PUPIL PERSONNEL SERVICES

TERRE HAUTE, INDIANA

Prepared by

WILLIAM J. HAMRICK, DIRECTOR

FEBRUARY - 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
TRAINEE SELECTION	2
TRAINEE PROGRAM	3
PHASING INTO THE REGULAR SCHOOL PROGRAM	14
EVALUATION	14
SUMMARY	18
BIBLIOGRAPHY OF MATERIALS USED DURING THE TRAINING PROGRAM	19

I. Introduction

A. Purposes of the Program

The program consisted of a twelve week intensive training period for six tutorial aides. The tutorial aides were carefully selected from a volunteer tutor pool of approximately one hundred twenty individuals.

The selected participants were enrolled in a full day training program at the Diagnostic, Counseling, and Remedial Center. They received lectures and participation related to early childhood growth and development, visual-motor perceptual training programs, auditory and language development, social-personal growth and adjustment, small group counseling and play techniques, and multi-sensory techniques in teaching reading.

The emphasis of the program was directed toward training the individuals in using maturational encouragement techniques as supplemental instructional services. The tutorial aides were assigned to target area schools presently identified as having a high incidence of lower socio-economic groups.

They worked within the structure of the regular classroom under the supervision of the teacher in providing concentrated maturational encouragement programs. The program concept was intended as a preventive measure facilitated by planned developmental process.

The curriculum as offered by the tutorial aides was an outgrowth of the programs presently offered in the Diagnostic, Counseling and Remedial Center.

B. Need for the Program

A need existed to provide services to those children who due to maturational lags were not adequately prepared to meet the demands of educational experiences in traditional first grade school programs.

Children are admitted into the first grade programs on the basis of a minimum chronological age of approximately six years. We have been inclined to use intelligence testing as a criterion for selection or omission from programs, but we must consider that intelligence is only a part of the child's total development.

We need to be able to identify readiness in all of its components. A child needs to develop certain skills in basic areas before he reaches the levels of development necessary for him to succeed in an academic school program. These basic areas include at least visual perception, auditory perception, general language development,overall social maturity, motor coordination, personal adjustment, directionality, laterality, concentration, and attention.

What percentage of children in a middle to high socioeconomic school could be expected to be unready or questionably unready to achieve in the school grade where chronological age has automatically placed them? In a recent study by Frances Ilg and Louise B. Ames at the Gessell Institute, the percentage clearly showing unreadiness ranged from 9% to 31%. The number of children judged as questionably unready ranged from 30% to 40%. The mean intelligence quotient of these children as shown by the Wechsler Scale was almost 105.

Because our present day first grade curriculums do not provide an adequate program of maturational encouragement in these areas, an alternate program for this group of children seems practical.

The emphasis of the tutorial program would be directed toward children evidencing poor language development, auditory perception, emotional or social adjustment, and visual-motor development.

II. Trainee Selection

Trainees were selected for the program on the basis of their expressed interest in the training and their willingness to use the training at the completion of the training period.

Also, the trainees were selected because of the diversity of educational and experiential backgrounds.

Trainees were paid a stipend of $75.00 per week while in training.

Biographical Sketch of Trainees

Trainee A

Mrs. A is married and has a grown daughter. She earned the A.B. and M.S. degree in science and education. She taught in the public schools, but has not been professionally engaged for over twenty years. She has participated as a volunteer tutor.

Trainee B

Mrs. B is married and has two grown children. She has earned the B.A. and M.A. degree; however, not in education. She has done much volunteer work in schools and community.

Trainee C

Mrs. C is married and has children in elementary school. She has attended college; however, has not completed a degree. She has done much community work with young children.

Trainee D

Mrs. D is married and has several children in elementary and high school. She is a high school graduate and was employed by the school corporation as an aide. She has done much church work in the community.

Trainee E

Mrs. E is married and has several grown children. A high school graduate; she was previously employed by the school corporation as an aide.

Trainee F

Mrs. F is married and has grown children. She passed the high school's equivalency examinations and completed training as an LPN.

III. Trainee Program

A. Course Outline

The six trainees were enrolled in a daytime program at the Diagnostic, Counseling and Remedial Center. The trainees attended daily between the hours of 9:00 a.m. to 3:00 p.m. Supervised practicum experiences were provided in target area schools.

The training hours were divided as follows:

50 hours----Lecture and observation related to Child Growth and Development and Classroom Management--(General G)

30 hours----Lecture, Observation and Participation related to Visual-Motor Perception Development---(V-M)

30 hours----Lecture, Observation and Participation related to Auditory Perception and Language Development ---------- (A-L)

30 hours----Lecture,Observation and Participation, Social/Personal Adjustment and Classroom Therapy ---------- (S-P)

30 hours----Lecture,Observation and Participation in Small Group Play Therapy---------- (P)

60 hours----Lecture, Observation and Participation in Multi-Sensory Reading Instruction--- (R)

70 hours----Supervised Practicum----------(PR)

Total-- 300 hours

B. Course Work

During the first month of the program the six trainees were grouped for the lecture portions of the course. Individual observations were scheduled on a daily basis in the classrooms of the Diagnostic, Counseling and Remedial Center.

Lectures were scheduled each morning for one hour concerning Multisensory Reading Instruction. During the afternoons, the trainees attended a two hour class concerning Child Growth and Development and Classroom Management.

A more specific description of the curriculum follows.

1. Child Growth and Development and Classroom Management

Included in this course outline were the following general topics:

The Teacher and the Child

An attempt was made to discuss both the role and personality of the teacher as they affect the child and the learning process. Additional discussions included developmental psychology as related to the primary school child.

As a part of this study, the trainees observed in a regular classroom situation at a neighboring elementary school. The purpose of the one hour observation was to observe behavior of children; to relate classroom discussion to the actual school situation. At the close of the observation, the trainees returned to the classroom and a guided discussion of their experience was held.

The Learning Process

This section of the course work included lectures and much class discussion of how children learn, using all the senses. Much time was spent discussing the poor achiever and the deprived child. Language development in children was explored and related to general environment as well as school achievement.

Classroom Management

In order to work effectively with primary children in a small group outside the classroom, it was felt the trainees should be aware of the total classroom environment of the child. Therefore, discussions of the daily school program, the classroom atmosphere and its effect on the child in the learning situation, and guidance of pupil behavior were included in the curriculum. Particular emphasis was given to discussions of pupil behavior -causes and attempted redirection.

At the conclusion of this series of lectures an extensive observation experience in the regular primary classroom was scheduled. The trainees spent an entire afternoon observing two levels of primary classrooms. The trainees experienced such varied school situations as a science walk, music class, reading class, language, arithmetic, and penmanship. The discussion which followed during the next class session was vital and enthusiastic. The trainees were asked to react to the observation in an unsigned written report. Without exception they responded in a positive manner to the experience.

Preparing to Work With Children

This section of the curriculum included some basic classroom techniques which were felt to be necessary as the trainees worked with children. Trainees were required to use correct manuscript and cursive writing form on both paper and chalkboard. Each trainee planned and displayed an appropriate bulletin board. These received careful attention and were evaluated by the trainees as well as the instructor. Each trainee read a story to the class with particular emphasis on voice quality and expression.

2. Visual-Motor Perception Development

The trainees observed the Frostig Program For the Development of Visual-Motor Perception as presented to children in the special class of the Diagnostic Center. After a suitable observation experience, the trainees were individually initiated in the use of the Frostig Materials with an individual child. As their skills developed, the trainees worked with a group of no more than four children at a given time.

A description of the areas of perceptual development as related to the Frostig Program follows:

Visual-Motor Coordination

Visual-Motor coordination is the ability to coordinate vision with movements of the body or with movements of a part or parts of the body. The smooth accomplishment of nearly every action depends upon adequate eye-motor coordination.

A child with defective or poorly developed visual-motor coordination may be unable to dress himself or to perform the simplest chores without clumsiness or complete failure. He will probably be poor at sports and games. Non academic skills, such as cutting, pasting, and drawing, are likely to be extremely difficult for him. He will have difficulty in learning how to write.

Figure-Ground Perception

Figure-ground perception has to do with the ability to focus attention upon one stimulus (using any of the senses) and separate it from other stimuli; i.e., seeing one tree in a forest, hearing one instrument in an orchestra, etc.

A child with poor figure-ground discrimination characteristically appears to be inattentive and disorganized. His attention tends to jump to any stimulus that intrudes upon him -- to something that moves or glitters or is brightly colored, etc. His difficulty in screening out obtrusive stimuli may prevent him from separating himself from a particular stimulus. A child with this symptom is said to be stimulus bound.

A child who is stimulus bound may be unable to draw a straight line between boundaries because one of the boundaries captures his attention and he directs his pencil toward and along it. This difficulty results in scanning problems. A child with this disability will appear to be careless in his work because he is unable to find his place on a page, skips sections, cannot find the word he is seeking in a page, and is unable to solve familiar problems when they are presented on crowded pages, since he cannot pick out the relevant details.

Perceptual Constancy

Perceptual constancy is the ability to perceive an object by such properties as shape, position, and size, in spite of the variability of the sensory surface. This involves the ability to categorize by such descriptive terms as size,brightness, color, shape, etc.

A child with poorly developed shape and size constantly will be made anxious by the general unreliability of appearances in his work, and he will also have major difficulties in academic learning. Although he may learn to recognize a number, letter, or word when he sees it in a particular form or context, he may be quite unable to recognize the same symbol when it is presented in a different manner. Such a child is constantly deceived by his senses. For a child with such a disability, learning to read or to work with symbols in any way is most difficult.

Perception of Position in Space

This perceptual skill has to do with body awareness and body image.

A child with disabilities in his perception of position in space is handicapped in many ways. His visual world is distorted, he is clumsy and hesitant in his movements, and he has difficulty understanding what is meant by the words designating spatial positions; i.e., in, out, up, down, before, behind, left, right. He is likely to have difficulty in distinguishing between b/d, u/n, p/q, on/no, saw/was, 24/42. This disability makes it difficult for the child to learn to read, spell, and do arithmetic.

Perception of Spatial Relationships

The perception of spatial relationships is, for the purpose of this program, the ability of an observer to perceive the position of two or more objects in relation to himself and in relation to each other.

Disabilities in the perception of spatial relationships inevitably lead to difficulties in academic learning. They may make impossible the proper perception of the sequence of letters in a word, so that a child may read the word string as stirring or spell it sitnrg. In attempting to solve arithmetic problems, he may be unable to remember the sequence of processes involved in problems of long division or fail to perceive the relative position of the digits in problems of multiplication. Other tasks, such as model making, map reading, understanding graphs, and learning systems of measurement, may be difficult for these children.

3. Auditory Perception and Language Development

The trainees were directed in the use of the Peabody Language Development program by the speech and language therapist. The trainees were presented the theory and application of the program in conjunction with observation of small group therapy.

The trainees had practicum experiences with individual children under the supervision of the therapist.

The following activities were used with the Peabody Language Development Program.

PEABODY LANGUAGE DEVELOPMENT PROGRAM

A total of 23 different types of activities are used in this program. These are listed below along with an example of the kind of activities used --

Activity time: It's music time. I'll hold up a picture of a musical instrument and we'll pretend we are playing it.

Brainstorming time: I'll say something. You think of all the things you can that might go with my word or words; i.e., railroad (train, engine, tracks...)

Classification time: Try to see which of the following go together. One, two, throw.

Conversation time: Many times we hear people use words... I'm going to say something and if you think you know what it means hold up your hand.

Describing time: A child looks at a picture and tells something about it, trying to get the group to guess what the picture is.

Dramatization time: Child pantomimes the use of an object and gives the group the chance to guess the object.

Following directions time: A single direction, or a series of directions is given and the child named must do what is told, or the whole group may be directed to follow the direction.

Guessing time: Riddle type activities, and guessing from pantomimes.

Imagination time: "Make believe" ....Pretend you are in a drug store. Tell me what you see.

Information time: Teaching numbers, signs, symbols,etc.

Listening time: Clap your hands each time you hear the name of a vegetable: horn, worn, corn, born.

Looking time: Stimulation of language by looking at objects or pictures.

Memory time: (usually combined with another activity) Exercises in remembering.

Patterning time: I will say some numbers. If a number is more than 20, clap your hands. If it is less than 20, tap your foot.

Reasoning time: Show activity card. What is happening here? What else? Why do you think he/she is doing that?

Relationships time: (Showing cards) Bring me the things used for cleaning, things with which we eat, etc.

Rhyming time: Teaching to hear and make rhymes.

Sentence Building time: Stressing use of complete sentences.

Speech Development time: Listen carefully to these words and tell me which sound is found in all of them: zoo, zebra, zipper.....

Speed-up time: Naming as many words as possible in a given time.

Story Making time: Making a story from a picture with each member of group contributing to the story.

Touching time: Child touches an object and then describes how the object feels (size, shape, texture, use,etc.)

Vocabulary Building time: (Often combined with other activities) Experiences in building listening and speaking vocabulary

4. Personal Adjustment and Classroom Therapy

Each trainee had the opportunity for observation in the special class for children with personal adjustment difficulties. This provided the situation for personal contact with a child who was in the process of having a behavior modification experience. The major objectives of this program are as follows:

The major objective of the Personal Adjustment Class is to serve those children who, due to some emotional disturbance, are unable to function in the regular class.

The second objective is to return the child to the regular class setting as soon as the child is emotionally and academically orientated to the regular class.

The third objective is to either remove the emotional disturbance or to institute in the child the ability to function in the regular class setting in spite of the emotional problem.

The fourth objective is to use all special educational materials and methods, including psychotherapy in working with these children.

The fifth objective is to work with other educators, parents, or other professionals in returning the child to the regular class setting.

Each trainee was assigned one child and encouraged to relate to the child during this classroom therapeutic experience.

5. Small Group Play Therapy

The trainees were provided the opportunity to observe the children engaged in group play therapy who were under the supervision of the counselor.

The counselor aided the trainees in developing awareness of the significance of non-verbal communication of children.

6. Multi-sensory Reading Instruction

The trainees were instructed as a group daily for the first month of the program by the reading specialist. Course content included an overview of the developmental reading program as well as many remedial techniques.

As their skills developed the trainees were given the opportunity to work with individual children under the direction of the specialist.

The trainees were also presented lectures and class discussions concerning areas relating to the reading program.

Materials used follow:

The Learning Environment

The learning environment is more important than materials. The teacher is the key to the environment. The classroom must provide an atmosphere of acceptance for every child just as he is.

Building the self-concept of the pupil and constantly reinforcing it will help to overcome related emotional problems, which, in turn, will help in his learning to read.

The diagnosis of the student preceding his entering the reading program should include a complete physical examination, and understanding of the student's visual and auditory perception, past experiences, dominance establishment, neurological impairment, etc. Training with the young child is much more effective than in the older child.

Emphasis is placed upon the physical development of the child with special programs in body movement, and in visual and auditory perception.

Use every minute of the time in a constructive manner. A step by step program should be structured. The program should be keyed to the specific undeveloped area of each child.

Word perception skills should come before too much critical reading.

If children are expected to read, time should be allowed for recreational reading. Recreational reading should be two levels below instructional reading.

Some students have not learned to recognize the letters of the alphabet.

Some students can sound letters but cannot combine the sounds into words.

Every child must be provided some successful experiences to build self-concepts.

Every learning situation should provide a feeling of success for the child.

- - - - -

EPDA Training Program-Multi-Sensory Approaches to Reading
Morale-building Techniques

Ways to help reluctant readers gain self-confidence:

Praise! Praise! Praise!

Show interest in child by learning his name and helping him know yours.

Try to become an important person to the reluctant reader by letting him grow to learn that he has your confidence.

Take time to listen to what this child has to say no matter how trivial. Respect what he has to say.

Treat the child as an individual with dignity. Let him know that what he says and how he feels are important.

Let the child know that people are interested in him: his teacher, the school principal, the tutor.

Notice something special about the child for comment as: grooming, dress, a nice smile, clear speech pattern, etc.

Place the child with materials in which he can be successful. Chart his progress so that he can see his successes.

Allow the child to participate in making choices in his program.

Use the suggestive approach, "Try it this way."

Don't win all the games.

Encourage self-evaluation as, "Are you satisfied?"

Discover something special about the child so that you can tell him how you have learned from him; hence, "We learn from each other."

Ask purposeful questions.

Refrain from indulging in conversation about family, children, grandchildren, etc

Be genuinely glad to see the child and enjoy working with him.

Be truthful about yourself when questioned by the child.

In conclusion: Morale building is a continuous process which one tries to adhere to on the basis that each child comes to the group with capabilities which he can develop with the help of the teacher or tutor.

EPDA Training Program - Multi-Sensory Approaches to Reading
Written Reactions to Stated Questions

What do you hope to gain from this experience as related to reading?

To work with future students more effectively.

Use newly gained knowledge to improve Volunteer Tutors' Workshops.

Improve in ability to communicate more effectively with children.

Cultivate the art of listening.

To have the ability to recognize a problem.

To be able to help others more effectively will give one more self-confidence and a feeling of achievement.

Gain in understanding of the student's reading ability as related to his listening, speaking and writing ability.

Learn techniques that will be an aid in working more effectively with children.

Improve in personal reading.

Personal satisfaction in being better trained to work with students.

Some knowledge of reading norms for the lower grades.

Ways to introduce initial classroom reading experiences.

Types of reading disabilities.

Materials for corrective reading techniques on group as well as individual basis.

What Are Your Immediate Future Plans and Hopes?

Continue to work as volunteer.

Attend graduate school to qualify in some way to work with kids in reading on a professional basis.

Continue to work actively in the Volunteer Tutors' Program to effect a good school-community relationship with a view to giving students the most effective education available.

Serve as teacher-aide in classroom helping children who need help.

Find employment as tutor.

Continue helping child discover his curiosity potential so that he will want to use reading as the means to an end rather than a fearsome thing.

PHONICS

An outline of the major phonics tasks which must be taught would include:*

Auditory discrimination of speech sounds in words.

Written letters are used to represent these speech sounds.

The sound represented by a letter or letters in a known word can be used to unlock the pronunciation of unknown words in which these particular letters occur.

Sounds of consonants.
- Initial position in words
- Final position in words

Consonants which are blended.

Special consonant digraphs (th, ch, sh, wh).

Vowel sounds:
- Short vowel sounds
- Long vowel sounds
- Double vowels
  - Digraphs
  - Diphthongs
- Vowels followed by r
- Effect of final e
- Final y sounded as long i

Silent consonants.

Syllabication

Accent.

*Heilman, Arthur W. Principles and Practices of Teaching Reading. Columbus, Ohio: Charles E. Merrill Publishing Company, 1967, p. 265

Reading Disability and Skill Mastery

Many children with reading disability rarely ever master skills completely. This is due to the nature of the learning process which does not always take place in as orderly a fashion as a tutor might wish. Rather, children with reading disability learn and remember partially and are able to utilize only to some degree what they have absorbed. Even with the most systematic and precise instruction, these children often remain unsteady and wobbly in their reading. This uncertainty constantly plagues them, lowers their self-esteem and accounts in part for their rarely becoming the avid readers and solid students that their natural endowments suggest they should be. The authors question whether most children with reading disability ever develop the great love for reading which all reading teachers express as their goal. If so, it usually comes much later in the student's life when he becomes truly stimulated in some special field; at such time he may find reading both interesting and rewarding.

7. Case Study Experiences with the Social Worker

Each trainee was scheduled to accompany a social worker as she made her routine visits to the homes of children enrolled in the Diagnostic Center program.

This experience was included in the training program of the tutorial aides in order to provide them with an appreciation of the life experiences influencing the child.

C. Daily Schedule (see next page)

TENTATIVE DAILY SCHEDULE

WEEK OF SEPT. 8	9	10	11	1	2
Monday	V-M	A-L	S-P	G	G
Tuesday	V-M	A-L	S-P	G	G
Wednesday	V-M	A-L	S-P	G	G
Thursday	V-M	A-L	S-P	G	G
Friday	V-M	A-L	S-P	G	G
WEEK OF SEPT 15					
Monday	V-M	A-L	S-P	G	G
Tuesday	V-M	A-L	S-P	G	G
Wednesday	V-M	A-L	S-P	G	G
Thursday	V-M	A-L	S-P	G	G
Friday	V-M	A-L	S-P	G	G
WEEK OF SEPT. 22					
Monday	V-M	P	S-P	G	G
Tuesday	V-M	P	S-P	G	G
Wednesday	V-M	P	S-P	G	G
Thursday	V-M	P	S-P	G	G
Friday	V-M	P	S-P	G	G
WEEK OF SEPT. 29					
Monday	R	P	R	G	G
Tuesday	R	P	R	G	G
Wednesday	R	P	R	G	G
Thursday	R	P	R	G	G
Friday	R	P	R	G	G

WEEK OF OCT. 6	9-10	10-11	11-12	1-2	2-3
Monday	R	A-L	R	V-M	S-P
Tuesday	R	A-L	R	V-M	S-P
Wednesday	R	A-L	R	V-M	S-P
Thursday	R	A-L	R	V-M	S-P
Friday	R	A-L	R	V-M	S-P
WEEK OF OCT. 13					
Monday	R	A-L	R	S-P	V-M
Tuesday	R	A-L	R	S-P	V-M
Wednesday	R	A-L	R	S-P	V-M
Thursday	R	A-L	R	S-P	V-M
Friday	R	A-L	R	S-P	V-M
WEEK OF OCT. 20					
Monday	R	A-L	R	S-P	V-M
Tuesday	R	A-L	R	S-P	V-M
Wednesday	R	A-L	R	S-P	V-M
Thursday	(Teachers	Institute)			
Friday	(				)
WEEK OF OCT. 27					
Monday	R	A-L	R	S-P	V-M
Tuesday	R	A-L	R	S-P	V-M
Wednesday	R	P	R	A-L	P-R
Thursday	R	P	R	A-L	P-R
Friday	R	P	R	A-L	P-R

WEEK OF NOV. 3	9-10	10-11	11-12	1-2	2-3
Monday	R	P	R	A-L	P-R
Tuesday	R	P	R	A-L	P-R
Wednesday	R	P	R	P	P-R
Thursday	R	P	R	P	P-R
Friday	R	P	R	P	P-R
WEEK OF NOV. 10					
Monday	R	P	R	P-R	P-R
Tuesday	(Veterans' Day)				
Wednesday	R	P	R	P-R	P-R
Thursday	P	P-R	P-R	P-R	P-R
Friday	P	P-R	P-R	P-R	P-R
WEEK OF NOV. 17					
Monday	P	P-R	P-R	P-R	P-R
Tuesday	P	P-R	P-R	P-R	P-R
Wednesday	P	P-R	P-R	P-R	P-R
Thursday	P	P-R	P-R	P-R	P-R
Friday	P	P-R	P-R	P-R	P-R
WEEK OF NOV. 24					
Monday	P-R	P-R	P-R	P-R	P-R
Tuesday	P-R	P-R	P-R	P-R	P-R
Wednesday	P-R	P-R	P-R	P-R	P-R
(Thursday	THANKSGIVING				
(Friday	THANKSGIVING				
WEEK OF DEC. 1					
Monday	P-R	P-R	P-R	G	G
Tuesday	P-R	P-R	P-R	G	G
Wednesday	P-R	P-R	P-R	G	G
Thursday	P-R	P-R	P-R	G	G
Friday	P-R	P-R	P-R	G	G

G (Growth, Development Classroom Management)
V-M (Visual-Motor Perception)
A-L (Auditory-Language Perception)
S-P (Social-Personal Adjustment)
P (Play Therapy)
R (Multi-Sensory Reading)
PR (Practicum-Supervised)

D. Practicum Experiences of the Tutorial Aides

At the beginning of the training program, it was determined that the trainees would have two kinds of practicum experiences with children.

Their initial experiences occurred at the Diagnostic Center under the direct supervision of the staff of the Center.

After approximately six weeks of this closely supervised experience with children, each trainee was assigned to a school in the VCSC for an additional six weeks of practicum. The trainees were aided in scheduling procedures by the staff of the Center as well as the building principals.

The trainees worked four and one half days each week in their assigned buildings and returned to the Diagnostic Center on Friday afternoons for consultation with staff members and preparation of materials.

IV. Phasing into the Regular School Program

The ultimate goal of such a program as this is to phase into the regular school program. Only by so doing can the real value of such a program be realized.

Of the six trainees who participated in the program, three were employed by the Vigo County School Corporation and three are available as tutorial aides on a request basis through the remedial reading program.

The tutorial aides employed by the school corporation serve six central city schools. Approximately one hundred children are receiving programs designed by this project on a weekly basis.

V. Evaluation

A. Subjective Evaluation - Personal Reactions from Trainees and Staff

Comments:

"The training has been invaluable, particularly when we have been in contact with the excellent staff assembled at the Diagnostic Center. Informal conversations and the example of their teaching were your best teaching methods. In addition, the lectures pointed out all of the things I did wrong with my children ... and the Frostig and Peabody manuals restored me by showing that I did SOME things right!"

"My experience working with the children I felt was very interesting. This was reinforced by comments from the classroom teacher and the principal. I was accepted by everyone. Even the student teachers were interested in what I was teaching. All the teachers made it a point to see the materials that I was using. One student teacher said, 'Gee, I would love to have that.'"

"From my few weeks of this <u>tutoring</u> I can see when it is really <u>needed</u> and hope that it will be carried on. I am also grateful for having this opportunity for this training."

"Working at a school for the past five weeks, I had good relationships with the teachers and principal. I don·t have complaints at all. The first and second day at the school, I observed the first and second grades of which there are three rooms of first grade; two rooms of second grade. By the end of the first day, I had my schedule made out. I have twenty-eight children I tutor with the Frostig material and Peabody kit. I have learned from the children and I hope the children have learned from me. I really enjoy every minute at school."

General Reactions of Professional Staff:

_____and _____,principals, reported excellent results from the program. Teachers have noted changes in children.

Commented - "This is an economical way of giving children special help not available otherwise."

Children working with _____were so thrilled with their successes, they were disappointed when their scheduled time had expired.

_____reported_____works hard and is very helpful.

Suggestions from Trainees:

More lecture time spent on behavior of emotionally disturbed children and how to cope with various situations which arise in small group teaching.

"Classroom teachers are really not aware of the why's of our program."

How to handle special personality problems in a small group.

A consistent quiet place to work is essential.

Layman explanation sent home to each parent.

I do wish I had a better place to work. A place with no distractions. I think I could have done much better in my tutoring if I had this available to me.

B. Samples of Supervisors' Visitation Reports During Practicum Experience:

Trainee A

Appearance:

Neat, well groomed, wearing smock appropriate for school work with young children

Manner:

Excellent rapport with children, maintains good discipline, calls for and returns children to their rooms

Method:

Exact use of material plus some additional ideas of her own

Scope of Program:

15 children - 8 groups plus head start children also

Problems:

A consistent, quiet place to work.

Should parents be allowed to observe.

Teachers should be better informed concerning the program.

Trainee B

Appearance

Mode fashion, colorful, acceptable for situation

Manner:

Direct, much support for jobs well done, evidenced much concern for individuals

Method:

Incidental teaching of numbers, exact use of Frostig materials, keeps notes on each child.

Scope of Program:

22 children - 6 classes

Problems:

How are children referred for the tutoring?
Some by teachers, speech teacher, principal

Teachers should be better informed concerning materials and program

Trainee C

Appearance:

Somewhat disheveled

Manner:

Eager, excited, exuberant, dramatic - children respond well to her

Method:

Tries very hard to do an excellent job and does very wel'
Relaxing a little would help
Good grasp of material used

Scope of Program:

27 children - 3 schools

Problems:

More help in scheduling

Selection of children - not all have been tested

Need to see Frostig used in a group

Supervisor visit needed earlier in student tutoring program

Discipline situations - how to cope

Faculty should be better informed concerning program

Trainee D

Appearance

Excellent for classroom, very neat, colorful

Manner:

Courteous, friendly, encouraging, relaxed
Very warm relationship with children

Method:

Directions well given, attention to individual children, much encouraging of children, excellent classroom control, followed material easily

Scope of Program:

26 children - 4 in a group

Problems:

None

Trainee E

Appearance:

Fairly neat, appropriate choice of clothing

Manner:

Nice, easy, friendly manner with children, good atmosphere

Method:

Appeared at ease with the materials, excellent classroom control

Scope of Program:

4 classes - 12 children daily

Problems:

Could use tape recorder if better facility could be found

Trainee F

Appearance:

Very well groomed, dressy

Manner:

Excited and enthusiastic

Method:

Not observed

Scope of Program:

20 children - 5 groups - 20 minute periods - one school
20 children - 5 groups - 20 minute periods - one school

Problems:

Has a very poor place to work - noisy stage
Discipline problems
Could use tape recorder and a phonograph

C. Objective Evaluation

The Frostig Test for Visual Motor Perceptual Development has been administered to approximately one hundred children currently enrolled in programs administered by the trainees.

Follow-up testing will be administered at the close of the current school year to determine any developmental changes.

Also, reading achievement test scores will be obtained to evaluate the relationship of reading achievement with grade placement. The Metropolitan Reading Achievement Test will be used.

VI. Summary - Recommendations

Program:

Routine for referring children for special tutoring should be reviewed

Faculty information concerning program was limited

More supervisory help early in student tutoring experience would be helpful

Need for quiet place to work in each school would enhance program

Trainees:

It became apparent during the practicum experiences that those trainees with college backgrounds found the structured limits of the programmed materials somewhat frustrating. These trainees desired to be creative and selective in preaenting materials

Those trainees who had not had higher education experiences were more comfortable using the programmed materials.

This is mentioned only as a possible guide in further selection experiences for this particular type of program.

The trainees, themselves, made similar recommendations at the close of the training period.

BIBLIOGRAPHY OF MATERIALS USED DURING THE TRAINING PROGRAM

BOOKS:

Detjen, Ervin W., Elementary School Guidance. New York: McGraw-Hill, Inc., 1963

Dougherty, James Henry, Frank H. Gorman, and Claude Phillips, Elementary School Organization and Management New York: The Macmillan Company, Inc., 1957. 369 pp.

Lane, Howard, and Mary Beauchamp, Understanding Human Development. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960. 492 pp.

Maier, Henry W., Three Theories of Child Development. New York: Harper and Row, Publishers, 1965. 314 pp.

Millard, Cecil V., Child Growth and Development. Boston: D.C.Heath and Co., 1958. 512 pp.

Morse, William C., and G. Max Wingo, Psychology and Teaching. Chicago: Scott Foresman and Co., 1955. 506 pp.

Mussen, Paul H., and John J. Conger, Child Development and Personality. New York: Harper and Brothers, 1956. 569 pp.

Olson, Willard C., Child Development. Boston: D.C.Heath and Co., 1959, 497 pp.

Robinson, H. Alan, The Underachiever in Reading. Chicago: The University of Chicago Press, 1962. 198 pp.

Wann, Kenneth, Miriam Dorn and Elizabeth Ann Liddle, Fostering Intellectual Development in Young Children. New York: Bureau of Publications, Teachers College, Columbia University, 1962. 140 pp.

Scott, Louise B., and J. J. Thompson, Rhymes for Fingers and Flannel-Boards. St. Louis: Webster Publishing Co., 1960. 136 pp.

PERIODICAL ARTICLES:

Adams, Elizabeth, "In Defense of Shyness," Parents' Magazine, XLIV (March 1969) 56-58

Bard, Bernard, "Why Our Schools Are Failing," Parents' Magazine, XLIV (September 1969) 53-56

Baynham, Dorsey, "The Great Cities Projects," NEA Journal, (April 1963) 52: 16-14

Berlin, Irving N., "Special Learning Problems of Deprived Children," NEA Journal, (March 1966), 55: 23-24

Bingham, June, "A Guide to Effective Discipline, Parents' Magazine, XLIII (October 1968) 58-60

Darrow, Helen Fisher, "Conceptual Learning," Childhood Education, (February 1965) 41: 287-289

Edinger, Lois, and Ole Sand, "Schools for the Seventies and Beyond," NEA Journal, (September 1969) 58: 74-75

Farrell, Edmund, "Toward the Definition of a Great Teacher," Phi Delta Kappan, XLV (June 1964), 453-454

Hall, Edward, "Listening Behavior: Some Cultural Differences." Phi Delta Kappan, L (March 1969), 379-381

Hunnicutt, C.W., "Some Undebatables in Teaching Children," Childhood Education, (April 1965) 41: 396-99

Jacobs, Leland, "Method-Source of a Teacher's Craft," Childhood Education (February 1963) 39: 267-268

Johnson, John and Arthur Seagull, "Form and Function in the Affective Training of Teachers," Phi Delta Kappan, (November 1968) L: 166-170

Kiesler, Charles, "Applying Pressure and Changing Attitudes," Today's Education (March 1969) 58: 66-67

Montagu, Ashley, "Quest for Self," Childhood Education, (September 1964) 41: 3-9

Postelle, Yvonne, "The Art of Listening to Children." Parents' Magazine, (April 1969) XLIV: 58-60

Sister Marian Frances, SNJM, "Establishing Teacher-Student Rapport," NEA Journal, (October 1966) 55: 19-22

Trabasso, Tom, "Pay Attention," Psychology Today, (October 1968) 2: 30-37

TEACHING MATERIALS:

The Frostig Program for the Development of Visual Perception
Authors: Marianne Frostig
David Horne
Parkinson Division
Follett Publishing Company
1010 W. Washington Blvd., Chicago, Ill., 60607

Peabody Language Development Kits
Authors: Lloyd M. Dunn
James O. Smith
American Guidance Service,Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Palmer Method Teacher's Edition -Grade 1 and 3
We Learn and Write -- 1967
Fred M. King
A. N. Palmer Co., Chicago, Illinois